UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE FACULTY SENATE

MINUTES

The 829th Regular Meeting of the Faculty Senate
Held on April 4, 2024 at 3:30 p.m. in Herter 227

A. ELECTION

SECRETARY OF THE FACULTY SENATE

Nominee: Anthony Paik (Sociology)

Further nominations were accepted from the floor.

No further nominations were made.

The nominations were closed.

Anthony Paik was re-elected as the Secretary of the Faculty Senate by acclamation.

B. PRESENTATION

Accessing CCPH presented by Jennifer Cannella, MSW, LICSW Assistant Director for Crisis and Acute Care Services Center for Counseling and Psychological Health

Assistant Director Canella: Hi, everyone! My name is Jennifer Cannella. I use she/her pronouns. I am over at the Center for Counseling and Psychological Health. I've been at UMass for about 5 years. I'm in a somewhat new role over on the leadership team there. I'm the Assistant Director for Crisis and Acute Care Services. So a lot of the work I do is centered on our on call processes.

But I'm here today in place of our Director, Melissa, who couldn't make it, to just give like a brief overview on CCPH services and hopefully answer any questions. I've got about 10 min, so not a ton of time, but hopefully enough to orient you briefly to what it is that CCPH has to offer and how you can support your students and connecting with us.

Okay, so briefly, I'll just share a bit about our mission. We're here overall to just support the psychological and wellbeing needs of our students on campus. I'm going to share a little bit today about who makes up our team and where to find us and the services that we offer as well.

So for those of you who aren't familiar CCPH is over at the Middlesex House. We're kind of like behind to the side of Whitmore, towards the lacrosse fields. We have a pretty it's not terribly well labeled, and

that's for good reason, we want students to have some privacy when they're entering our space. But important for you all to know where we're located if you're ever walking a student over.

Our team is made up of a pretty robust set of providers. So we've got social workers, license, mental health counselors, psychologists, psychiatrists, psychiatric nurse practitioners. Then we usually have a pretty big cohort of trainees that we take on every year, and a variety of different disciplines. Our team is about 35 staff members right now. Not all of them are clinicians. But just to give you an idea of who is over in that building.

Our website, has all of our resources listed and definitely check it out, especially if you're trying to refer student over. There's lots of information about how to connect them with us. We at CCPH, we see about 13 to 15% of the students that are on campus, which, compared to other mental health counseling centers is actually pretty good for the student body here.

So an overview of the kind of services that we have that we'll go into today. I'm going to speak on each of these things individually. But first, I want to just speak a little bit about the model that we use at CCPH.

So we use something called a stepped care model. Which is basically a way of saying, we've got lots of different services at varying levels of intensity based on what the student is presenting with. We've got some things that are kind of what we might call lighter touch versus connecting a student with the hospital is obviously like the heaviest touch that we might offer. Students can really enter into our system anywhere in that process. In our work when a student does enter in, if we're thinking this student might be more intensive services, or actually, their needs might be met better through something that's a bit less intensive, we will help them in figuring out where that places on that step ladder of what kinds of services would benefit the most.

So starting at the bottom kind of the least intensive of those services, we've got a number of online services that are free to our students. They don't even have to enter into our building to access them, which is great. So students who are maybe a bit hesitant to come into CCPH or just kind of want to do it on their own, these are great resources to talk to your students about. So the matrix of online services that are free to our students, we've got “together all”, which is kind of like an online forum where students can connect with other college students. Not even just from UMass, but across the US. It's a place that they can engage and share what's going on for them fairly anonymously. It is monitored by a clinician in case there is anything high risk that's discussed. But for the most part this is like an easy, accessible, I sometimes describe it as like a Reddit, but specifically for mental health and specifically for college students. So it's a pretty accessible forum and that's together all.

We also have “welltrack boost”, which is a great resource for students who might be not totally ready to show up at CCPH’s doors just yet. Welltrack boost has a number of different free online modules where they can engage in self guided and self directed therapy. So that's another thing you might also talk to your students about.

Then, “welltrack connect” is a great resource for students who know that they're looking for long term therapy know that they're looking for an ongoing provider in the community. We partner with a number of different outpatient therapists in the Amherst area, and this is a search tool where they can search by

identity, even like if they're looking for you know, a Buddhist practitioner or a black clinician, they can search those things and find someone that would take their insurance and be a good match for them.

The next tier up from our free online services is, “let's talk”. So let's talk is a great resource, because we offer it pretty much every day and there's usually appointments open, and it's a 15 minute appointment with one of our clinical staff. The cool thing about it is there's no criteria, there's no prerequisite. A student can show up and really talk about whatever they want to. Sometimes that's like, “I'm having a hard time”, and “I don't know where to start”, and we'll help them figure out where to start. Other times it's, you know, they're launching right into a story about how they failed their exam, or a breakup, or whatever else is going on in life and actually getting support in the moment during that 15 min.

During the on call interaction, we will refer them for additional services if we feel like the student would need further follow up. But in order to access let's talk there's 2 different ways. They can either log into our patient portal, which is right on our website and see available appointments for let's talk or they can call our front desk. But we like to highlight it, because, especially for students that are kind of on the edge, like they're not ready to say, like, I want to start therapy but you're concerned about them. This is a pretty easy kind of low bar for entry. Where you can say to the student, “what if we just got you to talk to someone over there for 15 min? Then they'll help you figure out what next steps are and what would feel good to you.”

Next, I'm going to talk about Stress GPS”, which is probably our most highly marketed workshop. What's great about Stress GPS is we offer it almost every day, Tuesday through Friday, at 3:00 PM, and students can access it either via zoom, or by signing up, or literally just walking in as long as they get there a minute before 3:00PM they can join us. It's a 3 session series that's really intended to be a catch all for any student that's struggling with stress.

We talk a little bit about how stress sits in our bodies, how stress resonates in our thoughts and teaching them some basic distress, tolerance and coping skills. So again, someone doesn't have to “need therapy” or have a diagnosis to access these resources. We refer students to these all the time and want to encourage you to share about Stress GPS with your students as well.

So next, up on our list of resources, we've got workshops and drop-in spaces. So some of these will close a few weeks into the semester because we want students to come every week to whatever that workshop is. But some of them they can drop in at any point during the semester because we have like kind of a rolling admission model. So the thing to let you know about our workshops and dropping groups is they're totally free. There's no billing. Sometimes they're also happening outside of our building. We have a group that runs a disability services, we have a group that runs at the Stonewall Center and sometimes we're actually out on campus as well. We just want to encourage you to check out our website to see what those offerings are.

The next step up in terms of intensity of services would be our therapy groups. So our therapy groups are a bit more formal than the workshops and drop-in spaces in that they have to attend a 30 minute screening with the group facilitator before joining. So usually we're doing those screenings for the first 4 or 5 weeks of the semester and then the group starts once we get a quorum of students to run the offering. So usually they're like, you know 6-10 participants on a different topic. But once a student starts in a therapy group, we hope and expect that they stay in it because those are closed spaces. So the same 8 students that are in it on week one will be the same 8 students that are in it at week ten. Those

ones tend to be a bit more diagnosis or treatment focused. Our therapy groups do bill a bit through insurance and you guys don't need to get into the specifics with students about it.

We will explain that to them during the screening appointment and certainly never want the insurance to be a barrier to getting a student in that needs to be seen by us. So our website is a great place to go to see the offerings.

But just to kind of give you a brief idea, pet therapy is one of our drop ins. We have these two adorable little therapy dogs, Rosie and George, that are there every Wednesday. Students can sign up for 15 minutes appointments and just be with our therapy dogs. That one's always running.

A graduate student support group, a grief and loss support group. We have a trans and gender non conforming group, international students group. One called “in focus”, which is really about understanding and management of anxiety, college living on the spectrum, understanding trauma. So this is like a third of the groups that we offer. It's certainly not an exhaustive list. But just to give you an idea, some of these are a bit more identity focus spaces, and some of them are a bit more specific to a diagnostic or diagnostic presentation.

So I, for example, run our OCD treatment group. So there's reasons that some of them have screenings just to make sure we've got the right students in the right places for whatever they've signed up for. So the thing that is most often asked about is our individual therapy, so I'll spend a little bit of time on that, and that's kind of the next rung up for us on that stepped care model.

So one of the most common questions we get is, “what's the cost for individual therapy through CCPH?” All students, when they have completed their fees, at the beginning of the year have paid a health tuition or a health fee and basically that pre-pays for four sessions through CCPH. So every single student is going to automatically, at least as far as they know, they get four prepaid sessions. Beyond the four sessions we do bill through insurance, the same way that seeing a provider in the community would. However, students that are on the schools, health insurance continue to not have any fee associated with receiving services at CCPH, which is really great. We use what we call a brief intermittent treatment model. Because we are here to support the whole campus community we can't necessarily keep all of our students for long term ongoing weekly therapy. However, we do help connect them with therapists in the community that can provide that more ongoing or more frequent support.

Because we're trying to be available to any student at any time our, model typically, we're seeing students about every other week. Most students are coming for an average of about four sessions, but what I'll say is there's flexibility in there. Certainly, for students where they're at higher risk or managing something more acute or for students that there's some kind of financial or insurance barrier to them, finding care off campus. Those are the kinds of students that we will work with them to figure out , how can we support you in house, if possible.

I'll also say about community care. I shared earlier the welltrack connect website. But we also have a referral coordinator, and two case managers on our team. Their whole role is that if a student needs either access to more intensive services or just a transition to a therapist in the community, they're there to do a bit of that hand, holding to make sure that that connection happens. They'll sometimes call insurance companies with students or make phone calls to therapists or make referrals to higher levels of

care. So there's a lot of support if the student is interested in it and trying to get connected to services off campus as well.

Usually the next question is like, “how do I get a student into individual therapy?” There's two ways that a student can get connected with what we refer to as our first appointments or initial consultations. It's basically your first appointment with one of the clinicians on our team. As I mentioned before, on our website, there is a patient portal, where, within that they would go to the find appointment tab, and what they will see is all of the appointments, first appointments, that are available that day or in the next few days. Students can literally just click on it, and then it's confirmed. They'll get a little email that tells them they have some forms to fill out. But then they should be all set to join us. If that feels confusing at all, or if they're having trouble they can also always call our front desk. We open at 8:30 AM, and usually our phone lines are ringing right first thing in the morning.

I'll also say that 8:30 AM is when we open new appointments for that day, and we also usually open them 5 days out. What that allows us to do is to make sure that we've got new appointments every single day for a student that might be seeking services and we tell students, the sooner you call in the morning, the more likely you are to get an appointment, or the sooner you log into the portal you, the more likely you are to get an appointments. So if they are reaching out to us around 3:00 PM, a lot of those appointments have either already happened or might be full. So that's the best kind of tip I could give if a students trying to get in with us is just check in the morning, and try to reach out to us in the morning. As I said, we're usually opening them for that day and 5 days out. If it's a student that prefers to plan a little bit, there's some opportunities for that or if it's a student that's needing something really urgently. there's opportunities for that as well.

Our first appointments are offered both in person and via telehealth. The student actually gets to choose and decide which one works better for them, and our clinicians are available to provide both services. They're also allowed to change their mind. So at the conclusion of the first appointment, if a student is following up with us for a counseling, follow up session. They’re going to schedule that with the clinician at the conclusion of the session. They don't need to keep going back through the portal. We just pull up our schedule and plug them in. But they can switch modalities back and forth between in person and remote, based on what's going to work for them at any given moment.

Then kind of at the top rung of intensity is that we have psychiatry and assessment services as well. So our team is made up right now, we have one psychiatrist and two psychiatric nurse practitioners, but we are working with an external agency that provides some psychiatric services to us as well.

We also work really closely with UHS and the general the primary care providers over there who can sometimes support the psychiatric needs of less clinically complex students. So we help triage kind of where should that that student be sent to get their psychiatric needs met in house. But it's just to say, like, we have a system, and we will find a resource that's going to be most appropriate for the student. I'll say, having worked in community based mental health prior to coming to UMass. it's really remarkable how quickly we can get students in to see a psychiatric provider. It's even for something routine, usually within a week or two. If it's not routine and it's a more crisis type contact. We can get them connected with a psychiatrist that day, which is really incredible.

And as far as testing it's pretty limited. But we do offer some ADHD testing in house as well and we typically reserve those appointments for students on the school's health insurance.

Then the last thing I'll talk about today is crisis services which I could go on about all day. But I think the long and the short is we're here. We have 24/7 crisis support. So students can contact us at any time and even if they're not sure if it's a mental health emergency, it doesn't matter. That's what we're here to help them figure out. It's not like anyone's going to ever get turned away. We want them to reach out to us in some capacity, and we will help them figure out what the right level of urgency in their interaction might be.

So the phone line that we have, if you call the main CCPH line and follow the prompts, for I'd like to speak to the on call clinician, will get you to someone 24/7. Another option is that if it's during business hours, students can actually walk over, and we certainly have faculty and staff as well that just, you know, if they're sitting with a student that's seeming really distressed, or they've mentioned something of concern that might indicate they're at their risk, they will actually just walk them over to CCPH and just let the front desk know we're hoping to speak with the on call clinician.

Typically, we're able to get them in quite quickly. So the only time we don't want a student to call us, or someone to call us is if the person needs immediate medical attention. If they've already made an attempt to harm themselves, for example, calling you and UMPD is a better fit for those scenarios, but otherwise, we handle quite a bit of concerning risk. Quite a bit of acuity around things like suicidal ideation or psychosis and so we're always here and want to be a line of support to you to help figure out if you need police or not.

So I think that's the end of the important stuff I wanted to cover. But I do want to make sure. I answer any questions about how has it been connecting your students with CCPH? What successes or challenges have you had? And how can we be of better support or questions?

Questions:

Secretary Paik: Thank you for the presentation. Just a quick question. So I was reading some research in this area, and I saw that the correlation between stress in higher education among students and depressive symptoms is something like 0.4.

I was wondering if there's kind of programming that could be, I think you mentioned in your presentation, that could be focused on stress management as a strategy for reducing depressive symptoms is on campus..

Assistant Director Canella: I think stress GPS is probably our most direct resource for that. It's in small group format. But it's psycho-education and skill focus. So we do a little bit of like “what's going on for you? “ So students can hear what other students are managing, but a lot of it is actually like educating them on the interaction between thoughts, feelings, behaviors, physiological responses, and giving them some tools and strategies for managing that stress.

But we really try to think about it as like a student doesn't have to have a diagnosis or something that you know acute, that they're managing to access stress GPS, we really think probably most of our students would benefit from it during their time here.

C. **ANNOUNCEMENTS**

1. Principal Administrative Officers

Chancellor Reyes: Thank you, Presiding Officer. Think I've got many announcements on them ones that you sue out throughout this week. Hopefully, you also saw your emails of the different announcements of different positions that were finalized at the Vice Chancellor's level. It is my understanding that now even the one for the Provost is out there. So we have concluded the 4 Vice Chancellors positions, HR, the Provost, DEI, and Student Affairs. I just wanted to update everything.

Then we still have the Dean's position. I'm sure the Provost will talk about that. Other than that, things are moving along well. Our enrollments are looking good even for next fall. There's some conversations about the FAFSA that I know has created some insight in some other departments, and Jim Roche is considering what we're going to do with the FAFSA, with the latest information we have on applicants, and whether we need to postpone that decision date or not. I want to just reassure everyone that we're looking into it. He's doing the most informed decision about it, depending on not only what we do, but what other universities do. Because at the end of the day it has implications of who moves first in a way right? So that's something that we're looking into. Thank you.

Interim Provost Malone: Thank you, Presiding Officer. As the Chancellor mentioned, we will have a new Provost effective July 1st. I'm very pleased, as you might imagine. I will work closely with the new Provost for onboarding especially to close the searches that are on schedule for the Deans of the Colleges of Education and Humanities and Fine Arts. They're proceeding as planned. Candidates will be here late April early May. I'm optimistic that will conclude a successful search in both cases. Thank you.

Vice Chancellor Perdomo-Amhed: Thank you, Presiding Officer. I know there have been some questions regarding the disciplinary process for the cases that occurred from October 25th. I wanted to share that myself and Interim Dean Patricia Cardoso-Erase will be meeting with the Student Affairs and University Life Committee from the Faculty Senate on May 1st, at 2 PM, to address some of the questions and concerns that have come up. I'll make sure to share the information with Secretary Paik. Thank you.

Vice Chancellor Mangels: Thank you, Presiding Officer. Hi, good afternoon. I just want to give everybody a quick update on how we're continuing to evaluate the results of the Faculty Senate report on childcare. We're continuing working particularly with Student Affairs and the facility side looking at things like location size, the programming that could be involved in what we could be able to handle at the childcare center. The locations that we've identified are both have opportunities. They also have challenges due to wetlands and different things. So just wanted to keep everybody updated that we are continuing to progress on that and we'll have more information in the future.

Vice Chancellor Misra: Thank you, Presiding Officer. Just briefly, I wanted to give folks an update we had a discussion at the Rules Administration meeting about two weeks ago discussing some concerns with respect to Canvas and large courses and grading. So just couple of updates, we've been doing some internal meetings between it and the ideas team. Thanks to Michelle Trim, we have names of a few faculty. I just wanted to put an offer out there. If there's other faculty with concerns, they should feel free

to reach out to me directly, or to Monica Kane, who's our Interim Director of Ideas at the moment. Thank you.

Senior Vice Provost Hajir: Thank you, Presiding Officer Brewer. Just very quickly. I wanted to put in a plug for an event that's coming up April 11th and 12th, primarily it's called HFA days, and it's being organized by Humanities and Fine Arts, especially Associate Dean Perry Riah. She might be here, and during the announcements I think she will make a longer description of the events. But I encourage people to take advantage of that.

At the last meeting Secretary Peck mentioned that he and I are collaborating on sending a large group of faculty and staff members to the American Association of Colleges and Universities, Annual Conference on General Education, Pedagogy and Assessment. That's in Providence coming up next week, and members of the Rules Committee and many people from the provost office and student affairs and campus life and other areas will be going. And I hope that that will be a really nice way to organize some conversations around the effectiveness of our general education program.

2. The Secretary of the Faculty Senate

Secretary Paik: Thank you, Presiding Officer Brewer.

And thank you for making the meeting after today's rough start. My streets were unplugged this morning, and when I arrived in campus it seemed like very few people were here. But I'm really pleased to see that a lot of people are actually out here on campus, so it's great to see everyone. So the Senate office is wrapping up its election cycle shortly. There are a couple of small issues we want to resolve we've notified most of the newly elected Senators of their elections. Likewise, we'll be start starting up our nomination cycle, so we'll be sending out a survey to all faculty, asking faculty to volunteer for service on Senate Councils and Committees. Please solicit your colleagues and do them a favor of suggesting, maybe even that they might be great for a senate Council or Committee.

Also, I wanted to announce that there are two upcoming elections at the main meeting. We will be having the election of the Presiding Officer, and as well as we'll be having the election of the delegate to the Board of Trustees. Nominations that are received at the time of the agenda will be put on the agenda, but the nominations can also be made from the floor.

In addition, there's a couple items that are floating around which, in consultation, the Rules Committee will be scheduling some presentations for the last May meeting. There are quite a few possible presentations, so I just wanted to highlight what they are for you. One is that the AI task force will be submitting a report, and so we'll have a discussion of their findings that they've gathered from quite rapidly, actually, since they haven't been around for that long. But they put together a pretty significant draft, and I believe they're finalizing that report shortly.

In addition, the Rules Committee will be looking to schedule some presentations on some of the administrative bodies that are working on things like flex 2.0 as well as the Staffing Review Committee. So there might be a couple presentations in the main meeting. Lastly, I would like to briefly hand over the microphone to Associate Dean of Academic Operations and Infrastructure Pari Riahi to make a quick announcement.

Associate Dean Rahi: Thank you so much, Tony, and good afternoon to you, and welcome back to winter officially. My name is Pari Riahi. I'm faculty in architecture, and also Associate Dean of Academic Operations in HFA. I'm here to personally, and on behalf of our Dean and our faculty, our entire community, invite you to a new initiative that our college has started this year, and we hope that it takes hold and it continues, it's called HFA days. It will be happening primarily on April 11th and 12th. You can simply look for it by just looking for "HFA days UMass", and that will lead you to a landing page and a lot of information on the website.

So this initiative highlights our teaching research and creative work by our faculty, by our students and by our staff. There are a lot of different things. There are open classrooms, performances, research talks, a panel on interdisciplinary and public initiatives of the college. There's a lot, and we hope that you all come and participate. Everything is open to the public and is primarily done for the entire UMass community. This initiative is generously co-sponsored by the Dean of Undergraduate Education, and we're very grateful for that. It's also done in conjunction with the Fine Arts Center and their Spring Art Festival. Please come and see us in action. We love to have you, and thank you so much for getting here.

3. The Chair of the Rules Committee

Chair/Senator Olsen: Thank you, Presiding Officer.

From the Rules Committee, just a few notes. We've met as Rules Committee, and we met again with the Administration. One thing we did is we met with Dominic Usher, who is the Senior Assistant Dean of the Commonwealth Honors College, and he raised the issue of allowing 6 credit 499T or thesis seminars. After discussing with him we decided that the Rules Committee will still require Academic Matters Council to review and approve additional credits for thesis seminars, but maintaining a maximum of 4 credits. So it's sticking with the old policy where we won't review that.

As the Secretary mentioned, we're working with or through the topic of Flex 2.0. We'll be meeting with Tilman Wolf tomorrow morning to have another discussion with him about that. But we look forward to a presentation here in May.

The other thing is there's an outside group called Siegel, and they'll be doing a staffing review, and we also would like to invite a larger discussion with the full Faculty Senate on that topic as well.

Thank you.

4. The Faculty Delegates to the Board of Trustees

Representative/Senator Hoagland: Thank you, Presiding Officer. The Board met this week, and last week, and the full Board will meet next week, so I'll give you a couple of highlights from what's happened in the last couple of weeks.

There was an overview of core research facilities for the Board. This concerned all of the campuses, including our own, which has taken a lead in that topic. As alluded to before, there were presentations about enrollment, and particularly this FAFSA issue. But in general it appears that enrollments appear steady or good. Then yesterday there was what I would consider the most animated discussion I have seen on a Board meeting is in six years, and this concern the raise in tuition for next year and beyond. Rather than being just a performa presentation and vote, there was quite a bit of discussion that by

several members of the Board that the proposed increase for next year, which I think is widely known to this audience, perhaps of 2.5% might be less than these board members would like.

They feel that the campus suffered under the freeze of tuition during the pandemic, the difficulties in increasing the State appropriation, the staffing difficulties, the growing burden of deferred maintenance that for the campus to stick to such a small raise might harm the institution.

Surprisingly, to me, the president of the system, Marty Meehan, didn't vigorously explain where the 2.5%, and how it was calculated, I'm sure there was a detailed calculation, instead he offered that there would be a fuller discussion of how tuition fee increases were decided and proposed for next year and beyond. With that assurance, these dissenting Board members withdrew their proposal for a larger increase for next year.

5. The Representative of the Massachusetts Society of Professors

Co-President: Thank you. Presiding Officer.

First of all, MSP is still following up on the unusual and punitive consequences for the students who are arrested in October. We've heard from faculty and librarians all across campus, along with department heads and chairs, parents, and other groups who are very upset about the response to the students, regardless of their position on the Middle East that sparked the protest in the first place. They're concerned about the welfare of these students, and that they deserve a fair process. We have a very simple request, that the Chancellor should review the campus decision and should impose reprimands on the students rather than probation.

So, to be clear, the students were given probation under the student code of conduct, and that probation has negative consequences for their careers. It has prevented some of them from studying abroad or from obtaining R.A. positions and has even threatened to prevent them from getting housing in Amherst because they're said to be not in good standing at UMass. It also remains on their record for seven years, which could prevent them from getting certain jobs or professional school opportunities.

Reprimands under the same policy would not have those severe and long-term implications for students who otherwise have spotless records. So we're just asking the Administration to follow UMass past practice and give the students a reprimand. The students have exhausted all appeals under the code of student conduct and now we're asking the Chancellor directly. This is in accordance with the Chancellor's own indication of how students should proceed next, so they are going to be filing an appeal directly with the Chancellor.

Second of all, we are in bargaining. MSP has put some excellent proposals on the table that would improve the university by focusing on student success, faculty and librarian recruitment and retention and job security. In addition to robust across the board raises, we are proposing to raise the salary floors, reinstate merit raises, and increase support funds in many needed areas.

We've also presented a range of equity and sustainability related proposals. The Administration has made some proposals that we're concerned about. But we're still early in the process, and if you're interested in testifying about a particular issue, please do let the MSP know. msp@umass.edu.

That is where you will always find us, and we will follow up with you to make a plan.

Finally, we have a few events coming up that all MSP members are invited to. We have movie night at Amherst Cinema, and a discussion with the casting director of West Side story. We also have an outing to see Twelfth Night at the Fine Arts Center and an end of semester social at the inn at Boltwood on May 9th, and all of these are free of charge. They're all a great way to meet other faculty and librarians and do something together at a stressful time in the semester. So please do look on our website. To see those events and RSVP msp@umass.edu. Thanks so much.

6. The President of the Graduate Student Senate

SGA Secretary: Hello, I'm not the President, but I'm the Secretary of University Policy. My name is Christine Wynjiro. I'm just stepping in for Tess. She just wanted to let you guys know that we finished up elections and that the new President and Vice President is Colin Humphries and Dale Weoni and they will be present at the next Faculty Senate meeting for you guys to meet. Thank you.

7. The President of the Student Government Association
8. The Student Trustee

D. QUESTION PERIOD

Senator Gordon: My question is directed to Professor John Olsen, who is Chair of the Rules Committee. He mentioned very rapidly these 6 credit thesis seminars that the Honors College is already offering, and apparently consulted the Rules Committee about. I'd like to speak about it briefly. The upshot is, I actually think this is as important an issue academic issue as we've confronted all year. I'd like to bring out some of its implications.

I happened to have been the Chair of the Curriculum Committee when the Honors College was formed in 1999, and I served as the Interim Dean when the residential complex was built. I have good background. Information on the Honors College. For about three years I've been questioning the like current leadership on and off about what I perceive as diminishing of the thesis standards. An example of that is allowing students to do a thesis in one semester through courses that are offered within the Honors College as opposed to offered in departments.

So it's the case across American universities that an honors thesis is a year-long process. It's also the case that it has two or more readers, because at least from where I sit, a long paper is simply an independent study, whereas a thesis officially meets the standards of a discipline, and thus it must have a second Reader, at least symbolically, to represent something larger than the individual teaching the course.

So it is a fact that one semester thesis seminars are being offered, that they only have one reader, that there's no oversight process, nothing equivalent to the honors program director in the departments who reads the proposals and also plays a role in maintaining standards. I simply wanted to further discussion of this and haven't been able to make progress. So I was actually interested when Professor Olson, if I understood you, said that the Rules Committee was consulted and said that a thesis seminar in the Commonwealth Honors. College can't offer more than 4 credits. Which means you have to take two of them to do a thesis. So I'm wondering if Professor Olson could confirm that, and possibly provide me with an opportunity to air my views to the Rules Committee on this topic, because I frankly don't think that the Commonwealth Honors College should be offering thesis opportunities whose standards are lower than those maintained in the departments. The original

purpose of the College was to stimulate departments to raise standards and not to serve as a refuge for students who want to do a thesis very quickly and can't do it in a department.

Senator Olsen: Thank you, and I invite the Secretary to come and elaborate, or any members of the Rules committee. But we were of a sympathetic mine to what you just discussed from an academic perspective. We did not think it was possible to do a thesis in one semester, and thus we wanted to force to maintain the current standard of 4 credits as the top level.

If you're working on data, it takes time to sparse the data. If you're doing a humanities work, it takes time to work through the thesis, the research stage. So we simply reaffirmed the current policy that 4 credits is the limit, and Secretary Paik can speak to those three classes that officially shouldn't necessarily be on the books.

Secretary Paik: So to clarify, I think to provide some background. I was not aware that there were 6 credit 499, and in fact, there were 2, 8, Credit 499 s. Became aware when I attended one of the CHC Council meetings and I saw that these were being approved. In our routing processes these actually come directly from the Honors College and go directly to the Registrar. So there's a CCMS process, that sort of outside of my view. Once I became aware of the existence of 6 credit courses. These are again 499 numbered courses. Now, if now you all know that you can have a 499 one on one kind of situation and those can be up 6 credits. But 6 credits is the maximum.

But we do have established procedures for courses for any course requesting additional credits beyond 3. They are supposed to be reviewed by the Academic Matters Council as per policy, so I brought the issue to the Rules Committee and we met with people from the CHC. People like Dominic Usher from CHC. And discuss the nature of these 6 credit courses and discuss what we should do with them in terms of their disposition. So the decision was that that these weren't approved during through our processes, so they shouldn't be offered as 6 credits until they get AMC approval. AMC approval for adding additional credits would be for adding one additional credits from 3 to 4. It is possible to request more than that, there are some courses out there that are 6 credits, and that would be something for AMC to consider I think.

***Senator Sher*:** So I recently heard, and I hope I'm not getting my information wrong, that there's a university mandated change to all department websites. I believe that at least in SBS, the deadline for this is July 1st. and I hear that, with few exceptions, department websites and a broader set of University websites will not be able to link to, or possibly host pdfs because of the ADA (American with Disabilities Act).

So, for example, in our department, we've been asked to redo our C.V.s. Which are currently in pdf form. I think, to my understanding, is that the reason has to do with the fact that many pdfs do not meet guidelines for users with disabilities, who use screen readers or other tools to help them navigate and read websites. So I hope that the following is not correct but one person wrote to me that " I was told that it is likely that the university will be moving to a total ban on pdfs eventually."

So this seems to me to be a significant issue for faculty, because, I mean pdfs are the main mode of scientific and academic communication. So it seems to me that prohibiting or putting barriers on the sharing of pdfs cuts into our core mission, namely, the communication of scientific and scholarly knowledge. I think that departments should, for example, be able to post research works in pdf form by their faculty members on their websites. It's not necessarily easy. I've had some experience when this has been requested to convert equations and technical material to other formats. It's a standard type of document used in academic communication, and there's a tremendous amount of academic material already in that form. So my understanding is the policy

applies to the top level departmental pages which are open to the public. But, for example, canvas and scholarworks, where, for example, my department's working paper series is posted, are not affected. Now, clearly, I think it's important for us to be compliant with ADA, and accessibility to people with disabilities is important. But I'm skeptical that it's necessary to ban Pdfs from our outward facing websites and scholarworks can also be found by a Google search. So I don't see why the two should be treated differently.

My understanding is that the important thing is that people with disabilities are able to navigate our websites, and that we have procedures in place, so that people with disabilities are not disadvantaged. But banning pdfs altogether from our websites, seems like a blunt tool to accomplish that goal. and I suspect that there are other ways to be compliant with the ADA. I've spoken to colleagues at other universities about this, who were surprised by a measure as strong as banning pdfs.

In any event, I think that this shouldn't be left to university relations, marketing and communication alone. But it needs faculty involvement. I hope that the Faculty Senate, and possibly the Information and Communication Technology Council will be involved in these discussions, and I'd like to hear what the Administration has to say about this, and to request that the Administration reports to us and discuss the range of options for ways of ensuring that our websites are compliant with ADA consistent with our core mission of communicating knowledge.

Vice Chancellor Misra: Thank you, Presiding Officer. To answer the question. We are not banning pdfs, so I'll just set that down. There are days I'd like to, but no, we're not doing that right. So the core issue at play here is that it is an accessibility issue for a number of pdfs, especially older pdfs. With changes in the federal regulatory environment, will be held to a standard to ensure that our content is accessible to everybody, especially when it's posted publicly. So the intent of a website process to make sure our public facing content is accessible. That's the goal. And we recognize there are challenges like you said specifically, with equations in certain forms of presentation. But there are even ways to support that with alternative text mechanisms. So that was the sort of core issue. No, we're not banning, pdfs. Yes, there is some work we have to do to ensure accessibility. I'd be happy to engage in a deeper conversation offline with you if you'd like.

To speak to the website piece. Yes, there is work going through with the websites like you mentioned. There are some dates I want to just be clear with this committee. I believe I mentioned this at ICTC. I'm not sure in the full Faculty Senate. Part of what's driving this is, there's a major security issue that will be emerging with a change in one of the major web content platforms called Drupal. Effectively Drupal 7 has gone end of life about two different times. But it's not going to be patched anymore. So we're all working to migrate to Drupal 9. So that's where some of those timelines come in, and then those two things intersect in that, as we're doing the 7 to 9 migration. We're looking at the pdfs for accessibility. But I'd be a welcome to a conversation offline.

Professor Lucia: My name is Toussaint Losier. I'm the Associate Professor in the African American Studies Department and I'm actually here with a question on in regards to my role as Director of the STPEC program. Specifically the experience that I've had accompanying students through the disciplinary process, and result in in relation to the arrest and the sanctions process that came out of the sit-in back in October.

Specifically, I wanted to speak to the fact that last Thursday, there was a group of faculty, as well as some students who delivered a petition of over a thousand faculty, as well as students and staff to Chancellor Reyes's office calling upon the Chancellor to downgrade the sanctions imposed on those 55 students. The same issue that was spoken about earlier. I'm just curious, because in a subsequent reporting on this this item, specifically, a statement provided to the Gazette by a UMass spokesperson, the school said that the sanctions placed against

the students were applied in a content neutral fashion, and were consistent with existing disciplinary codes. "The characteristics of every student conduct matter us, Amherst, are distinct, including those related to protests and are taken into account in reviewing potential discipline. In fact, counter what the petition asserts, the student conducting community standards office notes that the sanctions have university probation have been applied in the past the cases when students were cited for an authorized access to university property."

I'm posing my question in part, because there seem to be something a little bit contradictory in that statement. And I don't think the University spokesperson is here, but I just wanted to be able to raise them.

First and foremost, the petition itself asserts that the matter of the sanctions that have been applied to the students isn't simply a question of they're having been arrested in university property. But the fact that it took place in an administrative building, and part of that has to do with the fact that the sanctions that were posed on students was at a university probation. The specific section of the code of conduct that they were found to have violated was one that is generally applied to violations that take place in housing, and as a consequence of that, one of the standard sanctions that results from those kind of cases is that of housing probation. To make the sort of general standard, as it relates to this particular violation of the code of conduct applicable to this particular case of a sit-in, what was done by the student conducted community standards office was to apply the standard of housing, probation or the equivalent of that, university of probation to these particular cases.

It stands to reason that one, it's somewhat questionable in terms of whether or not a reportable offense, like a violation of the code of conduct in a residential hall, or something to that effect, that could have implications on the safety of students who live there, their wellbeing, has the same sort of applicability in administrative building and office building that is not a place of residence. Unless one has to work long hours, and it's you know, you know, it's kind of have to camp out a little while, or something like that. I've been there. I don't know about other folks.

So just curious if we could get some clarification, perhaps from the Chancellor or the Vice Chancellor in terms of what's the University's position on the applicability of a reportable sanction, like university probation, to a violation of code of conduct that takes place in an administrative building as opposed to a residential hall? And also this question of the fact that the characteristics of every student conduct matter at UMass Amherst, are distinct. Yet each of those 55 students face the same violation of the code of conduct and receive the same sanction. And it's somewhat surprising that if those, if these matters are treated distinctly, right, if you have somebody who's like an organizer of the demonstration versus somebody who just happened to show up there and got caught up in the fervor of the moment. Why did every single sanction result in the same offense? And lastly, why was a reprimand not considered as a potential sanction?

Vice Chancellor Perdomo-Amed: Hello, I just wanted to say, I don't know if you were here earlier when I made the announcement. So we're going to be specifically addressing those questions that you're asking in our SAUL Committee meeting on May 1ST. So if you're able to attend Patricia and I, who is Interim Dean of Students, and has more specificity with respect to the questions that you're asking and is able to answer, we'll be doing that on May 1st, at 2 PM.

Professor Delay: Hi! My name is Cedric. Delay on. I'm Professor of Sociology and Labor Studies, and I'm also a former professor to three of the students who were arrested on October 25th. So I come here as an educator and as somebody who's committed to my students. So I want to ask a more direct and perhaps simpler question to the Chancellor, to the Vice Chancellor. It is my understanding that a similar divestment protest that took place in 2016, with respect to fossil fuels, resulted in the arrest of those students asking for divestment, but not a

probation sanction. And so my question to the Chancellor and the Vice Chancellor is: Can you confirm that is the case? And if it is the case, then why was probation handed down to these students, even though, substantively speaking, they're making a similar divestment request.

Vice Chancellor Perdomo-Ahmed: Thank you for your question. So, as you know, I wasn't in this role, I wasn't in the role in 2016, and I can't confirm, because we don't have the conduct records. We only keep them for 7 years, so I can't speak on that. I'm sorry. I know that's not enough, but that is the answer.

Professor Delay: Is the Administration actively considering the request of over 1,100 UMass faculty staff and students to downgrade the sanctions from a probation to a reprimand.

Vice Chancellor Perdomo-Ahmed: That's a great question. Chancellor, would you like to speak on this? And I'm happy to say, as we said, we're going to be meeting with many of you on, May 1st to address those questions.

Chancellor Reyes: I'll say we were waiting to receive note from the students. We got note from the students 20 minutes ago. So the request has to be submitted by the interested party. We have received that request from since 20 min ago. Thank you.

Vice Chancellor Perdomo-Ahmed: I wasn't aware of that. So then that can activate the process. Thank you.

E. ANNUAL REPORTS

2022-2023 Annual Report of the Research Council, as presented in Sen. Doc. No 24-055

This Report was Received.

2022-2023 Annual Report of the International Studies Council, as presented in Sen. Doc. No. 24-056

This Report was Received.

F. OLD BUSINESS: ADDITIONAL AMENDMENTS TO THE FACULTY SENATE BYLAWS

1. Special Report of the Rules Committee concerning By-Law Changes, as presented in Sen. Doc. No. 24-043

MOTION: 19-24 **That the Faculty Senate approve the By-Law Changes, as presented in Sen. Doc. No. 24-043.**

Secretary Paik read the motion.

Friendly Amendments made without objection.

(Inasmuch as these are changes to the Senate's Bylaws, this is the second of three readings of this motion. The motion will be read at the 829th and 830th regular meetings of the Faculty Senate. The motion may be amended at this meeting. The final vote will be taken at the 830th regular meeting.)

2. - APPOINTMENTS TO FACULTY SENATE COUNCILS AND COMMITTEES

Special Report of the Nominating Committee concerning Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. No. 24-033.

MOTION: 15-24 **That the Faculty Senate approve the Nominations to Faculty Senate Councils and Committees, as presented in Sen. Doc. 24-033.**

Secretary Paik read the motion.

MOTION 15-24 was Adopted.

G. NEW BUSINESS: COURSES (CONSENT AGENDA)

[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda.]

MOTION: 21-24 **That the Faculty Senate approve the courses ART 276, ART 376, ART 377, ART 476, CHEM-ENG 118, COM-LIT 287, E&C-ENG 540, E&C-ENG 640, ECON 201, HONORS 324H, JOURNAL 230, LINGUIST 394BI, POLISCI 276, POLISCI 383H, SCH-MGMT 634, SCH-MGMT 646, SCH-MGMT 666, and STOCKSCH 422, as recommended by the Academic Matters, General Education, and Graduate Councils.**

Secretary Paik read the motion.

MOTION 21-24 was Adopted.

H. ACADEMIC PROGRAMS (CONSENT AGENDA)

[A consent agenda may be presented by the Presiding Officer at the beginning of a meeting. Items may be removed from the consent agenda on the request of any one member. Items not removed may be adopted by general consent without debate. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda.]

MOTION: 22-24 **That the Faculty Senate approve (1) Revision of the PhD degree in Communication, as presented in Sen.Doc. No. 24-057 ; (2) Revision of the Nursing DNP as presented in Sen.Doc. No. 24-058; (3) Creation of a Concentration in Data and Information Processing Systems within the Master of Science in Electrical and Computer Engineering, as presented in Sen. Doc. No. 24-059; (4) Creation of a Concentration in Semiconductor, Photonic, and Quantum Engineering within the Master of Science in Electrical and Computer Engineering, as presented in Sen. Doc. No. 24-060; (5) Creation of a Concentration in Microwave Engineering within the Master of Science in Electrical and Computer Engineering, as presented in Sen. Doc. No. 24-061; (6) Creation of a Graduate Certificate in Collaborative Piano, as presented in Sen. Doc. No. 24-062; (7) Revision of the Music and Dance Concentration within the Master of Music in Music Education Degree, as presented in Sen. Doc. No. 24-063; (8) Revision of the Art Concentration, as presented in Sen. Doc. No. 24-064; (9) Revision of the Operations and Information Management Concentration, as presented in Sen. Doc. No. 24-065.**

Secretary Paik read the motion.

MOTION 22-24 was Adopted.

I. NEW BUSINESS- POLICY

1. **Special Report of the Academic Matters and Undergraduate Education and Graduate Councils Regarding the Creation of the Syllabus Requirements Policy, as presented in Sen. Doc. No. 24-066**

MOTION: 23-24 **That the Faculty Senate approves the Creation of the Syllabus Requirements Policy Revisions, as presented in Sen. Doc. 24-066**

Secretary Paik read the motion.

Discussion:

Senator Bentley: I guess I had a question about how this affected academic freedom as well as instructor flexibility. In particular, I was thinking about Ph.D. seminars. One of the requirements is to in this document is to include the course schedule. I know in my department the course schedule is often determined by the Ph.D. students after the seminar starts. They choose the topics that are of interest and the they develop the course with the instructor or the professor leading the course which just feels like it doesn't really fit with the requirement to have a course schedule in the syllabus before it starts.

Chair Butler: I'm the Chair of Academic Matters Council. We did talk about graduate classes. We wanted to try, and we recognize it's a pretty big document as it is, but we wanted to try and make it sort of a universal document. So one of the conversations that might come out of this is that you're working with a PhD class, you all develop a calendar, then that might go up into place that is set centrally located. So that throughout the semester the PhD students say, for example, on canvas, would then have the schedule.

What we think of the whole document is an equity, an issue of equity for students. certainly a course schedule for our undergraduate students provides them with a great deal of clarity that they probably need more so than PhD. students. But I think maybe the suggestion would be when you formulate that with your students, please make it in a place that then, is accessible and available for students. If that's clear enough.

Senator Bentley: I think that helps me a lot. I had understood as it is that these were all before the course began requirements, and so that flexibility would make a big difference in that seminar.

Chair Butler As AMC. We look at undergraduate syllabi. I don't want to specifically speak for graduate syllabi, but in terms of the course approval process, having something in there for the approval process that might say a week or 2 on something, and then weeks x through y. Or weeks XYZ, determined by students. Again, it's just a point of clarity, so that those who were reviewing syllabi can make sure that they're also seeing what the course is for approval.

Senator Hacohen: I have a comment and a friendly amendment.

The comment is, I want to thank the all the committees. So now I know that our students are supposed to learn 45 hours week for their classes. I did the math. So if it's 3 credits, and we require 120 credits for the entire degree. So it's 15 credits a semester. 15 multiplies 3 is equal to 45 hours a week.

So now I know what the time is and how much they need to invest. I think they don't usually get there.

The friendly amendment I would like to suggest is to course description. The first bullet says “this course description should match the course description in SPIRE.” The third point says, “further explanations of the course may be included.” Which means that we're going to change SPIRE every time we change the syllabus. You don't want that. So I so suggest, instead of saying the course description should match, which means identical, you should probably say, should include the course description on SPIRE. This way you keep the flexibility of changing it, while making sure that whatever appears on SPIRE still appears on the syllabus.

Friendly amendment Adopted without Objection.

Senator Olsen: When I look at that document, it's getting unwieldy. I have two things. Well, one is, I experimented a couple of years ago with reformatting my syllabus into a more of a magazine layout. The students really enjoyed it actually. But actually, I keep getting rejected my syllabi from as they go through the process of approval. Saying from faculty on those committees that this isn't acceptable format.

So I want to throw up my hands and say, give me a template that you'll accept, because it's really frustrating to be rejected, not on the content of my course, but on the format that they didn't like. So if you're going to mandate all of these 27 items to be included. Pre-populate the template for us so that the work that we have is the actual academic side of it, and not the bureaucratic side.

Secretary Paik: Thank you, Professor Olson, for the suggestion. We currently have a template on the on the Senate website, and we can certainly update the template to reflect these changes if they are adopted,

Also, I neglected to mention that there was a version control issue in in the Senate document. It should say, “student learning objectives” currently says “learning objectives”. It also there was a change from office hours to some other term like appointment hours. But you can still call it office hours, as far as I'm concerned. Thank you.

Senator Sher: I am a little concerned that this is a little too intrusive of our academic freedom. Writing syllabi is part of our responsibility and appeals to our academic expertise. I think that there may be good rationales for each of these requirements individually. But a different committee and different faculty members may have come to different judgments.

I guess I don't think that it's good that syllabi should be written by committees rather than by the faculty members on campus. I also don't think it's good to go down the road of mandating so many aspects of the syllabus, and, as was mentioned before, I mean, it was mentioned with regard to a graduate class, but I think that with a few of these items there may be many contingencies that arise.

You know also, with undergraduate classes. Suppose that you're teaching an undergraduate class and world events occur in the middle of the semester which are relevant to the class. But you've already committed to the readings that are going to be there. Or perhaps you realize that you made the class too difficult, and it's the first time teaching it, and rather than be committed to that for the entire semester, maybe it's better to be able to adjust. Or students may have different interests. A new paper could be published during the course of the class, you may become aware of a new paper.

So I do think that the proposal should be revised significantly to reduce the mandatory part of it to allow for more flexibility, and if it were as it is now, then I would vote against it and would recommend the same to my colleagues.

Senator Liberatore: I serve on Academic Matters Council. I'll start with an apology to the chair because I had to miss several meetings due to conflicts and didn't get to raise these questions, or maybe these comments there. So the first time we discussed this policy, we did have a discussion about how much of this is policy versus the syllabus? Is the syllabus an academic document? Or is it a policy document, or is it both? And I think it would be helpful, maybe, for the body to hear, perhaps Secretary Paik, or maybe Chair Butler, to talk about the discussion that we had there to help frame that.

I will say I'm surprised as many things ended up in requirements as they did then, separately. My other comment is a smaller one on Section 13, which talks about late or makeup work policies. The statements are pretty maximalist in that instructors must offer reasonable assistance in making up this work, and so on. And that's true, that is, in the academic regulations. But it's in the section that's prefaced by talking about when it is justifiably excused or extenuating circumstances, including jury duty, military obligations, scheduled activities for other classes, death of a family member, or verifiable health related incapacity. So then you're required to offer makeup, but not for all missed work. And that's a big difference, and I just want to make sure that the intent of the policy was not to suddenly broaden the level of makeup work that we need to provide. Thank you.

Chair Butler: If you look at this digitally, that's linked to the academic regulation. So we're not trying to change policy on makeup work or excuse policies. We're just linking to it. Part of our linking to this and

the way that we've done some of the explanations, is specifically to help new instructors, new instructors new to UMass, and maybe some of our graduate student instructors, with the direction that they might be able to go to find stuff that are supportive. So we're not trying to change any makeup policy. We're just linking to a makeup policy.

I that's it for that, you know.

To Secretary Paik's point earlier part of what our motivation with this is. We have many courses that go through an approval process, and again, I can only speak to the undergraduate approval process. That's the part that I've been involved with academic matters. We, generally speaking, do not reject syllabi for form. We're looking to make sure that what is required is in the document that is submitted. It does help it move through the system much faster, which is why we wanted to build this and build this with explanations and explorations of what might be helpful for faculty.

The second level of motivation was again that building a clear syllabus with, we recognize that students aren't necessarily spending the beginning of the semester reading these thoroughly, but maybe we think of it as a reference for them throughout the semester. For our transfer students who are new to UMass and might be coming from institutions that had different organizations of syllabi as a way of introducing them to our organization. For our students who might be first-gen, introducing them to what a syllabus is and what that means. And for all of our students who are new to university, and might have had understandably a different way of having their courses organized in their K-12 education, trying to provide them a document that can help them understand what is expected of them for 13 weeks.

So we recognize that there's probably a great quantity of information here. We wanted it to be as supportive for our students as possible as well as supportive for our faculty as possible. We are not trying to dictate content so much as organization of what could be beneficial.

Secretary Paik: Yes, I would like to just echo Chair Butler's comments, which is to emphasize, if you think about what we're doing here a syllabus is the work right and the intellectual content of a faculty member. But even when we all publish, say, when we publish in a journal, you also have to comply with the requirements of the journal in terms of its expectations of the organization of an article. For, let's say, in terms of how it dictates different sections in a journal. So I like to think of this as primarily a set of sign posts and we're providing sign posts for both faculty members who may maybe new to the discipline or the university. They're just starting out coming from graduate school.

But also to students who may be new to the academic exercise, and are unfamiliar with the processes of a classroom. The syllabus is there to help them navigate a lot of the tacit knowledge that we operate in. So it makes it a little a little bit more explicit and that's useful, I think, for students.

To address Senator Sher's question about flexibility. I do think the facility is a place for flexibility in one direction, of course, which is you can always assign less, and you can always take things off. But adding things is always a little harder to convince your students that that's okay.

When you have your syllabus, there's no statement that this is a rigid thing, that you go to the classroom, that you cannot change it. That's not what this this is doing.

Senator Calas: I was listening to this conversation, and the more I hear, the more so what confuse I get. and I want to express some thoughts.

Looking at it from the perspective of what I teach, since I think each of us have that common experience, but probably we have many different ways to think about what we are doing. So I teach international management for undergraduates and my students are graduating senior in its majority. So they don't have a problem trying to understand what is expected of them, or how to navigate their place. Even some who are actually coming from perhaps a community college in the first two years, and they end up in my courses in the last two years.

At that point they absolutely know what the expectation are. So they don't need a syllabus of that kind of sort of like being a socialization document. Which is what I hear when I hear all the explanations that have been given for the level detail that they have.

On the other hand, teaching international management, you have a little feeling for this. Every day things happen in the world. And every day things that happen in the world affect even the theoretical perspective that I was using the day before. That I can no longer even think in that way. And I don't want them to be thinking in that way either. Therefore what I have, in my course, are websites that I create and all the material is there. And I can give you a syllables that look like my website. But I can also tell you that that website is going to be very flexible, and that the way the student experience it is precisely a very contemporary way to represent something that they are very used to, because they are constantly in social media that look pretty much like the type of thing that you end up doing when you have a flexible website that is mobile, that adapt to the conditions of the world in they are inhabiting, and that theories that we have at the beginning of the semester may have actually not be reasonable when I am in the middle of the semester, and that is not the world we have anymore.

So I think that we, as I am thinking about this, and I am hearing the explanation, is that the category, syllabus, that we are using so conventionally, perhaps, is, is one thing is to say, this should be type of information that the syllabus should provide. And a very different thing is trying to standardize this animal in such a way that when we, what we end up doing is something that doesn't fit the world we live today. So I just wanted to express that uneasiness that some of this conversation made me feel when I think, in the concreteness of my own courses and just coming out of teaching one of them today. Thank you.

Senator Messier: I serve on UEC and we have spent several meetings talking about this, and I think it would be a detriment, while I understand that people are not going to be pleased with everything that is brought to them, and doesn't apply to their specific course, I think it would be a disservice to the work that my council, my committee, as well as AMC and Graduate Council has done so far. To bring something that is at least standardized to a point that serves the majority of the folks who would find it useful to have a template in place.

I'm sorry if you don't want to vote Yes. But I hope that there's a majority of folks who will vote Yes, and honor the work that has been done by your colleagues over the course of this entire academic year to put together things that are concrete, yes, policies, but also many guidelines that actually came to us from students.

We actually had a student at our last meeting who presented one that is now a guideline in this document. It's about the mental health and wellness, and I think it's really important that those show up and be put forward because it shows that we're actually taking into account what students want on the syllabus as well as what we feel is necessary due to our academic freedom. So please, even if you don't want to vote Yes. Hopefully, we have a majority who does, because I think we would like, I said, be doing a disservice to those folks who have put in so much work on these policies. Thank you.

Standing vote requested.

MOTION 23-24 was Adopted as Amended.